

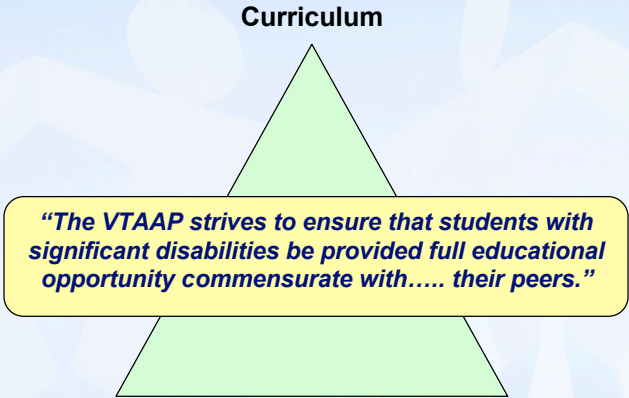


Vermont Alternate Assessment Portfolio

VTAAP Rollout
2009-2010




VTAAP



Curriculum

"The VTAAP strives to ensure that students with significant disabilities be provided full educational opportunity commensurate with..... their peers."

Assessment Instruction



VTAAP Essence



- High and achievable student expectations for *reading, math, and science*
- *Diverse and meaningful learning experiences based on a common grade-level curriculum*
- *Accurate representation* of student achievement



Student Outcomes



- ▶ Exposure to the scope and sequence of the grade expectations
- ▶ Understanding concepts vs. discrete knowledge and skills
- ▶ Expansion of the student's personal repertoire of meaningful independent skills



Assessment Refinements



- More online efficiency
- Reduced documentation
- Standardized assessment targets
- Improved alignment



Overview



Eligibility Determination
Roles & Registration

Establish GE Entry
Points

Collect & Document
Baseline Data

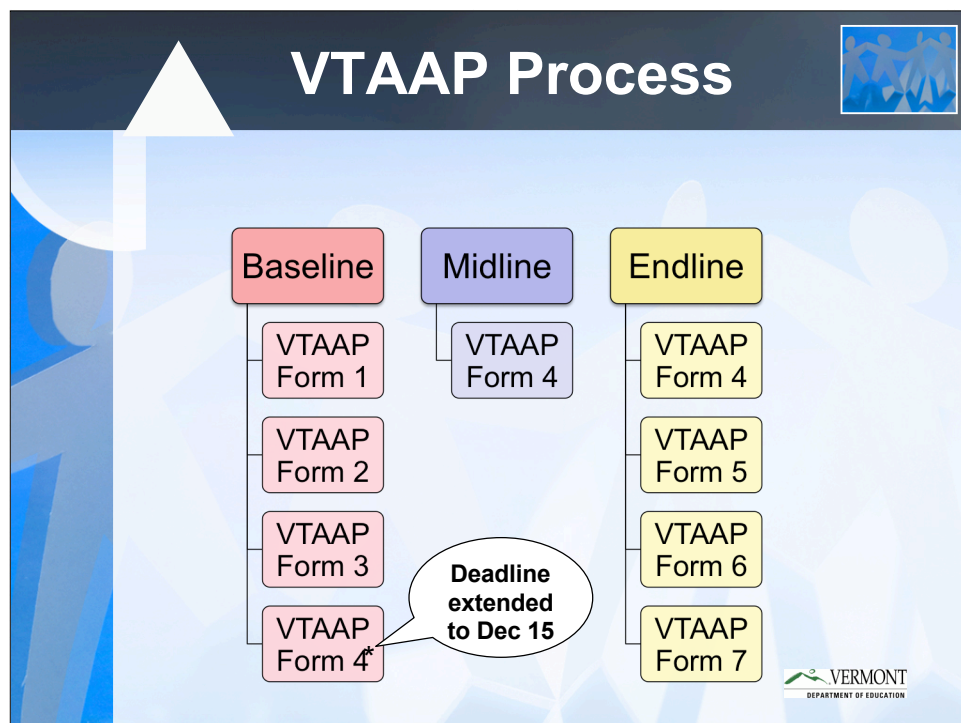
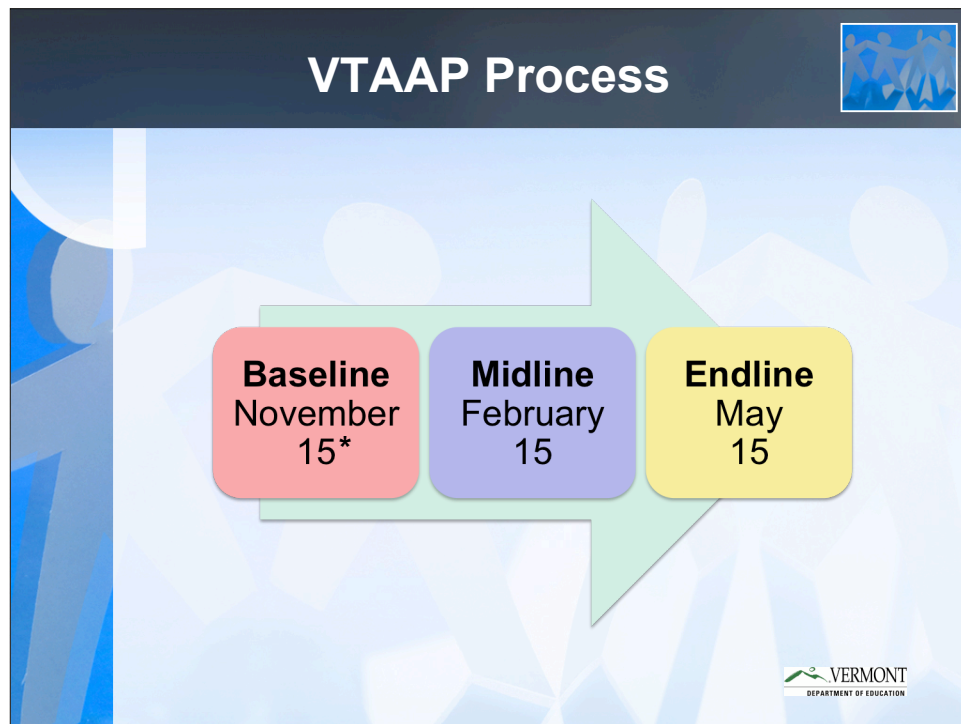
Document Access &
Instructional Program

Collect & Document
Endline Products



Compile portfolio
& Locally score

Team Signatures
& Submit VTAAP






VTAAP Forms





Baseline

- Form 1: Eligibility and Team Information
- Form 2: Grade Expectation Declaration
- Form 3: Baseline Record
- Form 4: Curriculum Access & Instruction Record
- Form 5: Endline Product Record
- Form 6: Local Scoring
- Form 7: Team Signatures




VTAAP Form 1 Eligibility and Team Information



Documents the Team's determination of eligibility for the VTAAP, provides options for parent involvement in that process, and identifies specific Evaluation Team Members.

- **Section A- Eligibility Decision**
 - Individual student
 - Each assessment year
 - Content area specific
- **Section B- Parent Participation**
 - The law
 - Best practice
- **Section C- Team Roles and Responsibilities**
 - Content area teacher
 - Principal
 - Electronic signature



VTAAP and the Grade Expectations



▶ Necessary

▶ Important

▶ Possible



Grade Expectations



“Standards” = “Grade Expectations” = “GEs”

More specific statements of Vermont’s Standards.

Represent reading, math and science **learning expectations** for each grade *.

Support **instruction, curriculum** and **assessment**.

* NECAP and VTAAP GE content areas;
Science GEs written for grade clusters



Grade Expectation Entry Points



- observable, measurable behaviors that show the student has gained the skill or concept represented by the GE
- correspond with different levels of symbolic communication abilities
 - Abstract symbolic
 - Concrete symbolic
 - Pre-symbolic

* NECAP and VTAAP GE content areas;
Science GEs written for grade clusters



GE Entry Point Selection



The selection of specific entry points is a decision that represents:

- a clear understanding of the student's current skills
- an informed expectation of the student's rate of learning
- challenging yet achievable targets
- what the student should be able to do after 6 months of instruction in that skill.



Skill Statement



- Provide a couple of short statements that connect the GEs selected with the student's current skills in that content area:
 - What can the student do now?
 - What skills to they have related to reading (or math, or science)?
 - What are some of the student strengths that might be used in instruction?




Instruction and Supports



- an opportunity to consider options and access resources in preparation of instruction
 - adapting the content, methodology, or the delivery of instruction for this content area program
 - potential tools or supports that might be used to increase accessibility
- does not obligate the SET to use any particular items, nor does it require proof of implementation




Necessary Important Possible




Students with significant disabilities DO have to

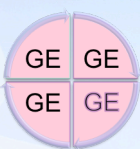
- ... be held to **high expectations** and be provided the **opportunity** to meet them
- ... be taught using approaches that **match** their **needs and abilities**
- ... be taught knowledge and skills **derived from** the grade-level **GEs**
- ... use **adapted, modified** or **accommodated** grade-level curriculum
- ... demonstrate **proportional achievement** abilities on **appropriate assessments**
- ... have an **IEP** that addresses how they will be involved and make progress in the general curriculum



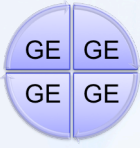
VTAAP Assessment Targets





Reading program



Math program




Science program



VTAAP Form 2

Grade Expectation Declaration



Teams select assessment targets, summarize the student's current skills in the content area, and identify instruction and support options.

Reading


- Decoding
- Vocabulary
- Understanding Text
- Interpretation and Analysis of Text

Math

- Numbers and Operations
- Geometry
- Algebra
- Data and Statistics



Science

- Content Knowledge (Physical, Life, Earth/Space)
- Inquiry Skills



VTAAP Form 3

Baseline Record






Report the context and results of the baseline task for each GE and file a copy of the Record and the task product in the Portfolio folder.


Baseline Record

- Brief description of baseline sample
- Instructional plan recommended – not required


Baseline Product (data sample)

- Aligned to depth & breadth of GE Entry point
- Independent performance
- Accuracy <50%
- Must align with endline assessment task
- Save in portfolio for May 15 submission






VTAAP Forms



Form 1: Eligibility and Team Information

Form 2: Grade Expectation Declaration


Form 3: Baseline Data Record


Form 4: Curriculum Access and Instruction Record

Form 5: Endline Product Record

Form 6: Local Scoring Form


Form 7: Team Signatures






VTAAP Form 4

Curriculum Access & Instruction Record





Record the format and process of content area instruction, including grade level curriculum access activities and student performance data collection.

- Section A- GLGEC connections
- Section B- Individualized instruction
- Section C- Instructional plan
- Section D- Data collection & interpretation


Along the way (midline) entry 

Dec 15	Feb15	Ma REQUIRED
Baseline	Midline	Endline







VTAAP forms




Form 1: Eligibility and Team Information
Form 2: Grade Expectation Declaration
Form 3: Baseline Data Record
Form 4: Curriculum Access and Instruction Record
Endline → Form 5: Endline Product Record
Form 6: Local Scoring Form
Form 7: Team Signatures



VTAAP Form 5 Endline Product Record




Coversheet for each Product that identifies the required assessment elements, including annotation, curriculum connections, and accuracy.






Endline Record

Product description
Description of GLGEC (SAM)





Endline Product

Name, Date, Accuracy   **REQUIRED**
Independent performance
Alignment
GLCEC
Annotation & supporting documents



VTAAP Form 6 Local Scoring





Score form for each GE, to be used by the local team prior to submission of the completed Portfolio.

Part I: Qualifying Elements

Strength of Evidence

- Baseline Evidence
- Instruction Evidence


Part II: Scoring Elements

GE Alignment


- Depth
- Breadth

Performance Evidence


- Endline Product Accuracy



VTAAP Form 7 Team Signatures




Team members sign off on their participation in the VTAAP assessment process.




Team Signatures


- Principal's Responsibility Form




VTAAP Science




- Submitted in grades 4,8,11
- Data collected in grades 3/4, 7/8, 10/11
- 2008-2009 VAA results in grades 7 & 11 carried forward for VTAAP

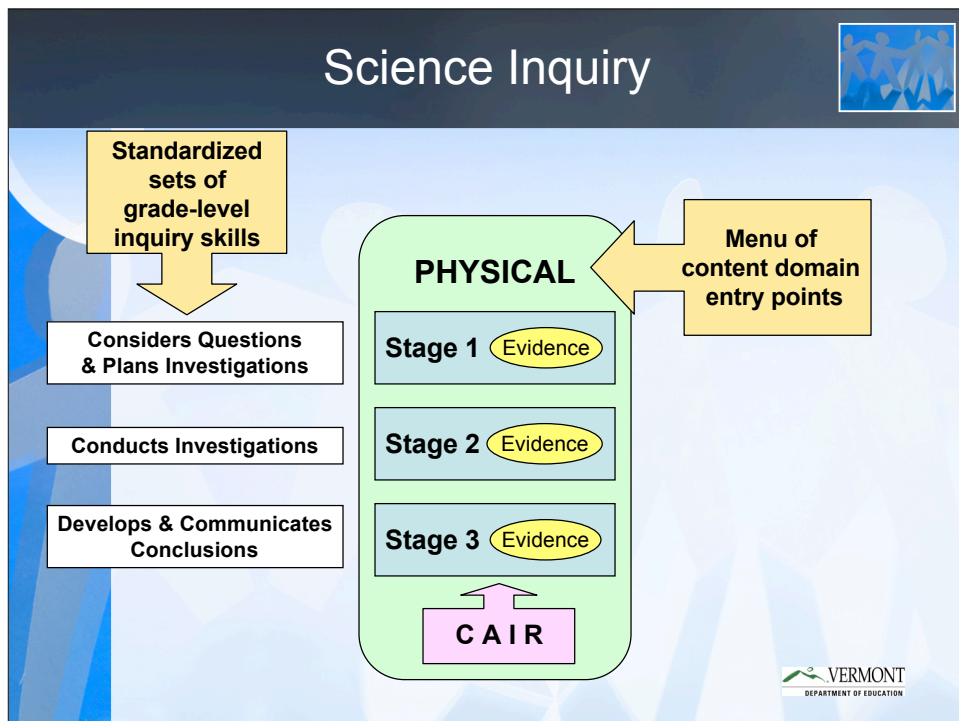
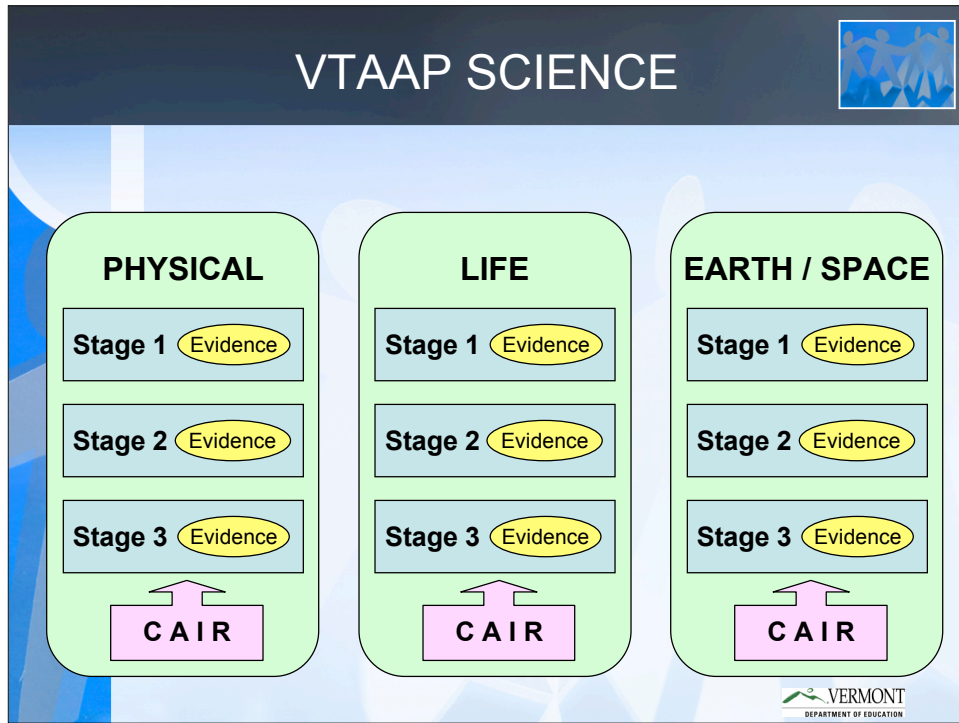


VTAAP Science



- **3 Inquiries**
 - Standardized sets of inquiry skills with entry points for each grade (4, 8, 11)
 - 3 stages of inquiry
 - Considers Questions & Plans Investigations
 - Conducts Investigations
 - Develops & Communicates Conclusions
- **3 Content Knowledge Domains**
 - Entry points for each domain
 - Physical, Life, Earth & Space






Each Inquiry

- Focus on the acquisition of *independent* inquiry skills across the school year
(see *grade-level inquiry rubrics*)
- Content knowledge measured as:


Limited

General

Thorough




(see *content knowledge rubrics*)



Portfolio Submission – May 15th

Submit VTAAP

- Required Baseline & Endline Products
- Optional supporting documents
 - Instructional plans
 - Student Access Map
 - Instructional Mapping form



Upcoming Trainings



Successful Practices for Including Students with Intensive Needs

(including multiple disabilities, deaf-blindness, severe autism and learning impairments)

Main Presenters: Ginny Iverson & Tim Fox

October 2, 2009: The Equinox, Manchester, VT
October 6, 2009: Doubletree Inn, Burlington, VT
October 9, 2009: Stone Grill, Morrisville, VT
October 13, 2009: Woodstock Inn, Woodstock, VT

Additional Information and directions for our new online registration will be available this Fall. If you have questions please contact: Tim Fox
(timothy.fox@uvm.edu)



Upcoming Trainings



Successful Practices for Teaching Literacy to Students with Intensive Needs

(including multiple disabilities, deaf-blindness, severe autism and learning impairments)

Main Presenters: Tammy Loomis & Mary Ellen Seaver-Reid

December 4, 2009: The Equinox, Manchester, VT
December 8, 2009: Doubletree Inn, Burlington, VT
December 11, 2009: Stone Grill, Morrisville, VT
December 15, 2009: Woodstock Inn, Woodstock, VT

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Science VPDN



- Special Educator Workshops
- The Vermont Professional Development Science Network Meetings will provide a half-day workshop in your region designed specifically for special and general educators to become acquainted with the Vermont Alternate Assessment Portfolio for Science. These meetings will be held in early November. (Please follow this link).

http://education.vermont.gov/new/html/dept/calendar.html#science_vpdn

- All special educators are encouraged to attend an opening session with science teachers which will address Communication in Science through weather and climate change content. A VTAAP for Science breakout session will follow, introducing guidelines for developing the Inquiry portion of a science portfolio. A hands-on inquiry science performance task will provide teachers with an example of how this population of students can meaningfully participate in grade level science curriculum.



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